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ABSTRACT

An integrative approach to departmental design proposed for the Department of Criminal Justice at the University of the District of Columbia is described. The proposed curriculum classification framework for faculty assignment consists of three matrices: social behavior and humanities courses, technical courses, and philosophical courses. For the social behavior and humanities-oriented courses, information is provided on the retraining process (i.e., standards and the process to achieve professional development status). The purpose and goals of the retraining process and specific educational requirements are identified, and information on certification is provided. The professional development candidate needs to demonstrate competence in the sequences of public administration, policy analysis, mediation, negotiation, ethics, and practices of accountability, from the perspectives of agencies and professional practitioners. The candidate also needs to develop a knowledge base in public administration traditions, structures, and processes, including policy, politics, structure, power, accountability, practice and processes. (SW)

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Faculty Development Proposal

This design is presented as a framework to support professional redirection or refocusing, processes in alternative choices that may enable career decision making to be appropriately executed interdepartmently, intradepartmently and intercollegiately.

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The Developmental Prespective
(an integrative approach to Departmental design)

The Department of Criminal Justice provides a generic design for course prescription across the spectrum of program possibilities, an approach that offers a variety of curriculum choices within the developmental, career and structurally oriented needs/demands of the student/major. The Department offers a curriculum classification system for faculty assignments that places course selection within the framework of these matrices:

- *Social Behavior, Humanities Oriented Courses*

  courses informed by the spectrum of social scientific and humanities dynamics, inclusive of operant, interactionistic, classical and positivistic understanding.

- *Technical Oriented Courses*

  courses influenced more directly by career demands, the nature of which is distinguished only by the technical character of the objectives which is addressed by particular courses, i.e., forensics and some of the other areas in the legal corpus.

- *Normative Theory, Philosophical and Ideologically Oriented Courses*

  courses requiring a philosophical/ideological orientation, the extent of which is distinguished by normative theory and/or policy formation.

The professional development candidate, who brings a significant or appropriate orientation in the grasp or competence of one or proportions of these combinations, must embrace a design to foster development and growth in achieving behavioral standards for professional performance, in the curriculum (matrix) area of choice or appointment. The candidate must not only be equipped to provide instructional support (teach), for a series of courses in a particular or proportional matrix(ces); but, equally, must demonstrate appropriate professional competence in inquiry, related areas of practice, and representation of the field in agency or professional circles. The candidate must demonstrate a capacity to function consistent with the expectations of rank (Exhibit I.), manifest a professional disposition toward the policies of the university and reflect the principles of collegiality in professional relationships.

The Design for Achieving Professional Development Status
in the Matrix
of
Social Behavioral, Humanities Oriented Courses

specific qualifying standards for the courses
in the sequencies of public administration,
policy analysis, mediation and ethical concerns
from management and agency perspectives

Description of the Process to Achieve Developmental Performance Status
(description of the retraining process)

The candidate must become clearly oriented in the rationale for the public administration emphasis in the department of Criminal Justice. The materials setting forth the position is found in the appendices (Exhibit II). The candidate will be encouraged to read the materials, participate in discussions or react critically in written observations. The informal approach, an opportunity to interact with the Chair and/or

senior faculty, is recommended. The candidate is invited to participate in a mentor/collegiate paradigm, an arrangement that allows the interpersonal (professional) relationship to mirror the ground of values that informed the learning theories which support the curriculum development in the Department. The assumption is: learning requires not only the investment necessary to sustain a commitment; it demands the presence of people and things for learning goals to be achieved. If a competent professional (mentor) is matched with a competent candidate for professional development, the orientation is focused in terms of what is to be received (support) and what is to be given (openness). One of the tests for how well one knows (how one has learned) is the capacity for the enabling of another to learn (achieve a measure of growth and development). The person who has learned can be an enabler to another or others to learn, etc., etc. In the instance of our initial candidate, Walter Redmond, the Mentor is W. Sue Reddick, Assistant Dean, The College of Liberal and Fine Arts. One of the factors that influenced this decision was the reciprocal history of collegiality and professional association, the time shared in the Dean's office in their respective tasks from the early days of consolidation to this past academic term. Professor Redmond brings an appropriate grasp of the problematics of the social sciences as a tenured Assistant Professor of Sociology/Anthropology. Dean Reddick brings the competence, skills and expertise from her continuing stance in the Dean's office, and the concurrent role of Administrator of the university's negotiated contract (Master Agreement) with its faculty bargaining members. Professor Redmond will be in classes taught by Dean Reddick, mirror the learning objectives of the course and provide accountability for professional development in completing the exercises, assignments, requirements as specified in the course outlines and prescribed by Dean Reddick (Exhibit III). This portion of the process will be considered Phase I in a triple leveled progression. Professor Redmond will continue to be matched

with Dean Reddick as he collaboratively participates in extending the public administration curriculum development (phase II), in the areas of mediation, systems analysis, negotiation, ethics and practices of accountability for agencies and the professional practitioner. The initial materials for orientation are in the appendices (Exhibits 4, 5, 6, 7).

Purpose: This approach is designed to do more than equip the candidate for instructional services in the department of Criminal Justice. It purports to enable the candidate to move to certification of behavioral performance in the achievement of faculty status in the Department, the final phase in the triple leveled progression.

Goals: The candidate will achieve appropriate developmental performance, demonstrate an acceptable grasp of the problematics in the sequences of public administration, policy analysis, mediation, negotiation, ethics and practices of accountability, from the perspectives of agencies and the professional practitioners; give evidence of these accomplishments in the form and forum set forth in the proposal. Also, the candidate will develop the appropriate intellectual identity (knowledge base) in public administration traditions, structures, and processes, not limited to, but inclusive of policy, politics, structure, power, accountability, practice and processes.

Objectives: The candidate will complete all assignments required in Public Administration I and II, review the outcomes with the Mentor and appropriate findings. The candidate will be subsequently expected to engage these possibilities in a faculty colloquy, a forum of senior colleagues including the chair and Mentor.

- *The candidate will give evidence of achieving professional development performance in familiarity with key problematics in the field; including, but not necessarily limited to, the function of public bureaucracies, i.e., education, health care services, fire fighting, enforcement practices environmental concerns, and regulatory affairs, etc.*

- *The candidate will explore the dynamics of power, perceptions of the bearers of power and the performance of those extrusted with the authority to wield influence — make decisions and enforce policies. The candidate will incorporate these possibilities within the framework of political sociology, and process oriented public administration.*

- *The candidate will give evidence of reconciling the distinction and relationships between government, politics, public policy and public administration.*

- *The candidate will give evidence of reconciling the emerging isssues of policy and fiscal management, Law and Politics in the private and and public sectors.*

- *The candidate will explore the emerging framework of ethical accountability in public policy; examine some key ethical methodologies, i.e., legalism, nominalism, realism and contextualism. Further, the candidate should explore related presuppositions to ethical inquiry, possibilities inclusive of but not limited to: pragmatism, relativism and positivism.*

Curriculum: The candidate will embrace the problematics of this proposal within the framework of the department's extant curriculum in the appropriate matrix; critique resources in the working bibliography and give accountability to the assigned Mentor, the Chair in his official capacity of Academic Leader and Convener of the faculty colloquy.

Methods of Instruction: The instructional/learning methodology will follow the informing philosophy of the curriculum, reflect characteristics of the contextual/correlative mode and embrace values of the socratic process.

Evaluation: The instrumentation of evaluation will parallel the items provided in the master agreement, conform to the integrity of prevailing faculty norms and be administered by a Mentor.

Certification: The candidate's certification will include documentation on goals and objectives, the satisfactory performance in the methods to fulfill the reguirements of the proposal and the presentation at the faculty colloquy. Upon completion of the process, the appropriate signatories will certify the standards of accomplishment and recognize performance status in the curriculum and any other appropriate role, relationship or participation in the Department of Criminal Justice. The candidate's first performance phase will end at the official conclusion of the Spring Semester, 1987; the second performance phase will end at the conclusion of the Summer Session, 1987, and the final performance phase will end at the conclusion of the Fall term, 1987.

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